



Reception

Knowledge Organiser

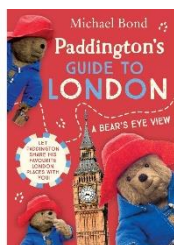
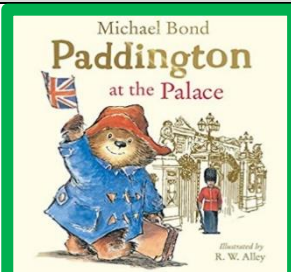
London's Calling - Block A – Summer One

Key Learning

Directed Activities

Literacy and Phonics

Key Texts



Key Songs / Rhymes:

Humpty dumpty, Ring a ring a roses, London
Bridge is falling down, 10 green bottles.

London

Reception will continue their work on basics 3 this half term, we will be learning the sounds from groups 4, 5, 6 and 7.

Paddington Bear

Description

Full stop

Capital letter

Finger space

Group 4	ai ee igh oa	are all
Group 5	oo oo ar or	some come
Group 6	ur ow oi er	so do
Group 7	ure ear air	little out

Children in reception will be learning to:

- To write simple phrases and sentences that can be read by others.
- To use capital letters, full stops and finger spaces.
- To read simple phrases and sentences.
- To retell stories once they have developed a deep familiarity with the text.
- To listen to and talk about stories to build familiarity and understanding.
- To learn and use new vocabulary.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary in different contexts
- Anticipate – where appropriate – key events in stories
- Make use of props and materials when role playing characters in narrative and stories
- Write recognisable letters, most of which are correctly formed

The children will take part in activities from Supersonic Phonic Friends to explore the sounds from Basics 3. The children will be reading and writing simple captions and sentences.

This half term our topic is London's calling; the children will be learning all about London, with our key text being Paddington at the Palace. The learning environment will be enhanced with lots of activities to encourage the children to create independent pieces of writing about London and Paddington Bear. Our English learning this half term will be centred around the book Paddington at the Palace. Before we start to read the text, the children will make predictions and anticipate what the story will be about. Reception will use the front cover and the blurb to answer the questions: What do you think the story will be about? Where do you think the story is set? Which characters do you think will be in the story? Do you think you're going to enjoy this story? Why? As a class we will share our predictions. We will begin to read the text and compare our predictions to the story. Reception will write simple sentences, using capital letters, full stops and finger spaces, to write a character description of Paddington Bear. The children will write simple sentences to answer the question "What does Paddington have in his suitcase?". Once the children become familiar with the text they will sequence key events from the story and retell the story. Towards the end of the half term our attention will turn to Paddington's favourite food, marmalade sandwiches. As a class we will make marmalade sandwiches and have a picnic. Once we have done this the children will complete an instructional piece of writing explaining how to make a marmalade sandwich.

Maths

11,12,13

14, 15, 16, 17, 18, 19, 20

Addition

Children in Reception will be learning to:

- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)

The children will become familiar first with the numbers 11, 12 and 13. We will ensure that the children can say the numbers and count items beyond 10 using one-to-one correspondence. The children will then continue to build and notice patterns with numbers up to 13. The children will be provided with opportunities to recognise that the numbers 1 to

Subtraction	<ul style="list-style-type: none"> Continue patterns beyond 10 (14-20) Verbally count beyond 20 Verbal counting patterns 	<p>3 repeat after every full ten, so they have 1 ten and 1, 1 ten and 2, 1 ten and 3. Once these skills are embedded we will move to look at the numbers 14-20.</p> <p>Reception will build on their understanding as they explain the change structure of addition by adding more. The children will use real objects to see that the quantity of a group can be changes. The children will move to explore 'How many did I add?'. Exploring problems such as, "There were 5 children on the bus, then we don't know how many more got on, but now there are 8 children on the bus." The children will the explore the change structure of subtraction by taking away. Then we will move to answer the question, 'How many did I take away?'.</p> <p>Reception will explore the properties of shapes and spatial reasoning. The children will explore how shapes appear when they are rotated. The children build on their learning and move to manipulate shapes. They will move, turn, rotate and flip shapes to fit into spaces provided. The children will move to explaining shape arrangements. The children will understand that shapes can be combined to make new shapes. Next the children will find shapes within shapes, understanding that shapes can be separated to make new shapes. The children will use the skills which they have learnt to copy 2-D shape pictures. The final step, is for children to notice 2-D shapes, within 3-D shapes in a range of contexts.</p>
Shape		
2-D shapes		
3-D shapes		
Rotate		
properties	<ul style="list-style-type: none"> Add more Take away Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangement Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes 	

Understanding the World

Famous monarch	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Comment on images of familiar situations in the past. Describe historical events in some detail. Use the words: past and old. Talk about members of their immediate family and community. <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Safely use and explore a variety of materials. Understand some important processes and changes in the natural world around them, including changing states of matter. <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Talk about what they see, using a wide vocabulary. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (Contrast village with City) 	<p>The children are going to explore a variety of pictures and photographs over time of Buckingham Palace. We will look at how photographs capture the past. The children will comment on photographs of our past learning in Acorn. We will remind ourselves of the people in our family and their roles. Then, look at people we recognise from our local community now or in recent past. Thinking about the roles they play and why they are significant. We will consider who we think is famous or significant. The children will explore a very famous family – the Royal Family. Finding out about two monarchs: Queen Elizabeth II & King Charles III. We will learn about the coronation, describing the event in some detail. We will think about other London jobs. i.e. people Paddington may have met. (parliament and law)</p> <p>The children will explore Paddington's suitcase with a number of objects made from plastic, metal, paper, glass, rock, wood. Identifying what they are made from and match the vocabulary to the item. The children will explore outside and inside identifying objects and what they are made from. We will think about how much Paddington likes food, watching clips of Paddington cooking. We will look at changes they notice in materials and states of matter, we will melt chocolate to make cakes/chocolate covered biscuits. To explore evaporating we will watch Paddington having tea. I will show the children how to make a cup of tea and the process of boiling the kettle. The children will see the air evaporating out of the kettle because it is so hot it is boiling.</p> <p>We will recap what it is like in Summerseat. It is a village. The children will learn that there are villages, towns and cities. London is the capital city of England. We live in England. We will take a sightseeing tour of London with Paddington, looking at key buildings. The children will look at an aerial view of London and compare to Summerseat. Looking at what they notice. We will read books to broaden their vocabulary of London sights. We will look at maps of London and describe locations using positional language.</p>
King		
Queen		
Parliament		
law		
Rich		
Poor		
Material		
Plastic		
Metal		
Wood		
Glass		
Water		
Rock		
Ice		
Summerseat		
Country		
England		
Bury		
United Kingdom		
London		
City		
Town		

Expressive Art and Design

Collage	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> Experiment with techniques such as rolling, cutting, moulding and carving. Experiment with 3D work. <ul style="list-style-type: none"> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (outdoors) Use small construction to investigate working mechanisms. Use equipment and tools to build, construct and make simple models and constructions. Use a hinge in a product. Use equipment and tools to build, construct and make simple models and constructions. Make models using different construction materials such as construction kits and reclaimed materials. 	<p>This half term the children will continue to be inspired by the work of Arcimboldo and use him to explore 2D and 3D faces. We will make a 2D fruity face collage, then an unhealthy version, reminding ourselves of healthy food options. Then, create a 3D fruity face using a range of real fruits and vegetables. The children will experiment with clay for 3D work learning techniques such as rolling, cutting, moulding and carving and what each means. Then, use the skills we have practised to make a Paddington paw print decoration. In play we will explore plasticine and compare to play dough.</p> <p>The children will learn that there are some very famous structures / landmarks in London. We are going to look at three as part of this topic: Buckingham Palace, Big Ben and Houses of Parliament, Tower Bridge. We will look at pictures of each and zoom in, to look at the strong base and foundations and how the bricks aren't directly on top of each other. In indoor and outdoor construction, we will have pictures of each landmark and try to build a strong version using techniques for stability and key features. We will learn that buildings are designed by architects. As a class we will make a London scene using reclaimed materials. We will now look more closely at the landmarks. If we do, there are mechanisms. We will explore if we can add mechanisms to any of our structures, e.g. there is a hinge to allow the Bridge to move up and down.</p>
2D		
3D		
Rolling		
Cutting		
Clay		
Hinge		
Moving		
Structure		
Stable		

Prime Areas

The Prime Areas underpin all learning in Early Years and are covered consistently.

The following are the particular focus for this half term, but others from the, 'Class Steps in Learning' will also be covered naturally.

Communication and Language	Physical Development	Personal, Social & Emotional Development
<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Show sensitivity to their own and to others' needs.</p>